

Annual Report
of the
Board of Education

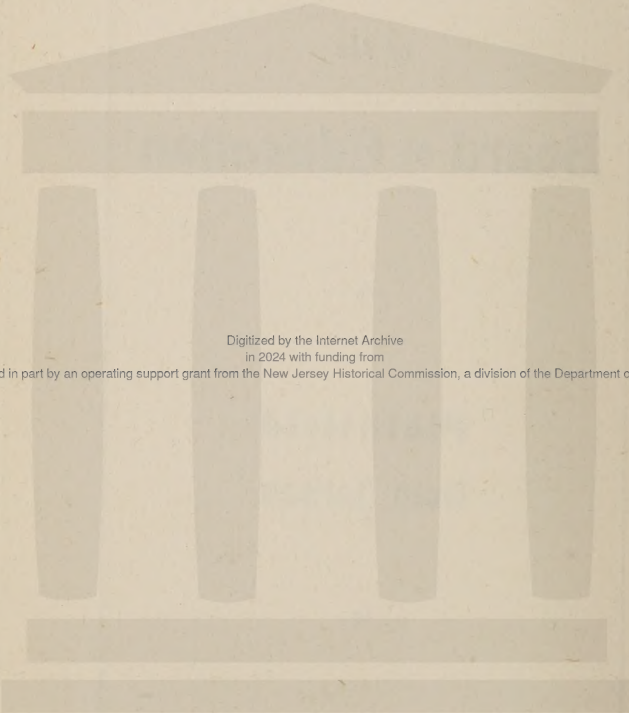


Plainfield
New Jersey



For the Year Ending June 30

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Board of Education

1906

OFFICERS.

JOHN B. PROBASCO, M. D.....	<i>President</i>
FLOYD T. WOODHULL.....	<i>Secretary</i>
FRANK B. CLARK.....	<i>Clerk</i>

MEMBERS.

	<i>Term Expires.</i>
FLOYD T. WOODHULL, 926 West Front Street.....	1906
LEANDER N. LOVELL, 112 Crescent Avenue.....	1907
EUGENE M. CAVE, 48 Sandford Avenue.....	1908
JOHN B. PROBASCO, M. D., 175 East Front Street.....	1909
CHARLES F. ABBOTT, 966 Central Avenue.....	1910

SUPERINTENDENT OF SCHOOLS.

HENRY M. MAXSON

OFFICE HOURS.

8:30 A. M.—9 A. M. on School Days.

MEDICAL EXAMINERS.

T. H. TOMLINSON, M. D.,
212 East Seventh Street.

A. F. VAN HORN, M. D.,
514 Central Avenue.

Standing Committees

1906

Teachers and Text Books:

J. B. PROBASCO, L. N. LOVELL, C. F. ABBOTT

Books, Stationery and Supplies:

F. T. WOODHULL, C. F. ABBOTT, J. B. PROBASCO

Buildings and Repairs:

C. F. ABBOTT, J. B. PROBASCO, L. N. LOVELL

Finance:

L. N. LOVELL, C. F. ABBOTT, E. M. CAVE

Fuel:

E. M. CAVE, L. N. LOVELL, F. T. WOODHULL

ELECTION OF TRUSTEES.

One each year for a term of five years. Election held on the day of regular municipal election in November, at usual polling places.

ELECTION OF OFFICERS.

At a regular meeting in January of each year.

TUITION FEE FOR NON-RESIDENTS.

Pupils residing outside the city limits are admitted to the Public Schools, as far as the accommodations will permit, upon payment of the following tuition fees:

High School, per quarter (ten weeks).....\$13 00

Grammar School, per quarter (ten weeks)... 9 00

Primary School, per quarter (ten weeks).... 6 00

BOARD OF EDUCATION.

BOARD MEETINGS.

Stated meetings of the Board, first Monday of each month at 7:45 P. M. Rooms, High School Building. Bill Nights, first Monday of each month.

BOARD ROOM AND CLERK'S OFFICE.

High School Building, West Ninth Street and Arlington Avenue.

Telephone No. 246.

SUPERINTENDENT.

Office of Superintendent, High School Building, West Ninth Street and Arlington Avenue. Telephone No. 246.

Office Hours—8.30 to 9.00 A. M. on School Days.

SCHOOL SESSIONS.

High School.....From 8.30 A. M. to 1.30 P. M.
Whittier School.....From 8.30 A. M. to 1.30 P. M.
Grammar Dep't 9.00 A. M. to 12 M.; 1.30 to 3.15 P. M.
Primary Dep't 9.00 to 11.45 A. M.; 1.30 to 3.00 P. M.

Grammar and Primary Departments.

On one-session days, hours from 9.00 A. M. to 12.30 P. M.

SCHOOL CALENDAR—1906-1907.

FALL TERM—

Begins September 11, 1906; closes December 21, 1906.

WINTER TERM—

Begins January 7, 1907; closes March 29, 1907.

SPRING TERM—

Begins April 8, 1907; closes June 20, 1907.

FALL TERM—

Begins September 10, 1907; closes December 20, 1907.

Financial Statement

Receipts and Expenditures, July 1, 1905, to June 30, 1906.

RECEIPTS.

July 1, 1905, balance on hand:

General Fund	\$11,760 53	
New High School	57,919 57	
New High School Laboratory Account	2,000 00	
Library	107 04	— \$ 71,787 14

District tax received from the Collector of Taxes:

Arrears for year 1899	\$ 2 28	
Arrears for year 1900	2 24	
Arrears for year 1902	22 60	
Arrears for year 1903	189 83	
Arrears for year 1904	4,226 63	

\$ 4,443 58

Current year 1905	65,596 92	
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\$70,040 50

Interest on arrears of tax	644 61	
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\$70,685 11

Division of Martin Act tax from City Treasurer	512 08	— \$ 71,197 19
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State tax received through the Custodian of School
Moneys:

Apportionment from \$916,839 52 Fund	\$ 8,651 79	
Apportionment from \$200,000 00 Fund	1,711 29	
Apportionment from 90 per cent. Fund	13,752 38	
Apportionment from 10 per cent. Fund	1,497 23	— 25,612 69
Tuition (non-residents)		1,591 80
Interest on balances, General Fund	\$ 464 71	
Interest on balances, New High School	730 85	
Interest on balances, New High School Labora- tory Account	25 31	— 1,220 87
Library Account		398 14
Proceeds of notes discounted in anticipation of taxes....		8,300 00
Sundry account		140 88
From sale of property Sixth St. and Central Ave.....		7,500 00
Gift of George L. Babcock for New High School Labora- tory		2,000 00
From State of New Jersey for Manual Training Account	\$ 3,800 00	
Transfer to Manual Training Account	3,800 00	— 7,600 00
Proceeds from sale of Bonds issued by city for furnishing New High School	\$13,000 00	
Premium on sale of bonds	178 75	— 13,178 75

\$210,527 46

BOARD OF EDUCATION.

Salaries:		DISBURSEMENTS.	
Teachers		\$61,060	34
Clerk and Janitors		8,551	52
Medical Inspectors		400	00
		\$70,011	86
Fuel		\$ 3,308	91
Lighting		360	11
Running School Expenses:			\$ 73,680 88
Stationery Supplies	\$	199	20
Printing		516	60
Insurance		467	33
Music		110	92
Furniture		1,303	88
Incidentals		994	57
General Supplies		2,031	89
Repairs		9,999	02
Interest on Indebtedness		1,890	00
Bonds retired		4,000	00
Payment account mortgage		1,000	00
Payment notes at bank		8,300	00
Library Account		297	75
Text Books and School Supplies		3,960	59
Water Service		604	03
Telephone Service		310	00
Removal Ashes		120	00
Freight and Cartage		280	08
Expressage		71	84
Rental		510	00
Interest on loans at bank		70	18
Flags		27	36
Assessment		94	90
Counsel Fees		200	00
Tuition		24	00
Transfer to Manual Training Account		1,500 00—	38,884 14
			\$112,565 02
New High School Account			58,671 42
Sixth and Central Avenue			187 50
New High School Furnishing			12,561 07
New High School Laboratory			2,766 86
Manual Training			2,253 70
June 30, 1906, balance on hand:			\$189,005 57
General Fund	\$	6,267	45
Martin Act		512	08
Sixth and Central Avenue		7,312	50
New High School Furnishing		617	68
New High School Laboratory		1,258	45
Manual Training		5,346	30
Library		207 43—	\$ 21,521 89
			\$210,527 46

BOARD OF EDUCATION.

New High School Account.

RECEIPTS.

July 1, 1906, balance on hand	\$ 57,919 57
Interest on balances	730 85
Sundry	21 00

\$ 58,671 42

DISBURSEMENTS.

John Abbott & Son	\$41,576 00
Den. J. Galbraith	3,800 00
George J. Tobin	9,009 22
Allen B. Laing	1,350 00
Herbert D. Hale	1,536 38
S. Homer Woodbridge	399 82
Transfer to Manual Training Account	1,000 00—\$ 58,671 42

Martin Act Account.

RECEIPTS.

From sale of taxes	\$ 512 08
July 1, 1906, balance on hand	\$ 512 08

Lincoln School Building Account.

RECEIPTS.

From apportionment of tax	\$ 695 62
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DISBURSEMENTS.

Transfer to General Account for account of loan	\$ 695 62
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New High School Furnishing Account.

RECEIPTS.

From sale of bonds issued by the city for furnishing the New High School	\$13,000 00
Premium on sale of bonds	178 75—\$ 13,178 75

DISBURSEMENTS.

Furniture	11,261 07
Transferred to Manual Training Account	1,300 00
	<u>\$12,561 07</u>
June 30, 1906, balance	617 68—\$ 13,178 75

New High School Laboratory Account.

RECEIPTS.

July 1, 1905, balance on hand	\$ 2,000 00
Gift from George L. Babcock	2,000 00
Interest on balance	25 31—\$ 4,025 31

DISBURSEMENTS.

Furnishing laboratories	\$ 2,766 86
June 30, 1906, balance on hand	1,258 45—\$ 4,025 31

BOARD OF EDUCATION.

Manual Training Account.

RECEIPTS.

Transferred from General Fund Account	\$ 1,500 00	
Transferred from New High School Furnishing Account	1,300 00	
Transferred from New High School Building Account	1,000 00	
From State of New Jersey	3,800 00—	\$ 7,600 00

DISBURSEMENTS.

For furnishing	\$ 253 70	
John Abbott & Son	2,000 00	
	\$ 2,253 70	
June 30, 1906, balance on hand	5,346 30—	\$ 7,600 00

Sixth and Central Avenue Property Account.

RECEIPTS.

From sale of property	\$ 7,500 00	
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DISBURSEMENTS.

Commission on sale of property	\$ 187 50	
June 30, 1906, balance on hand	7,312 50—	\$ 7,500 00

ASSETS.

July 1, 1906, cash balance on hand	\$21,521 89	
Arrears of tax	5,421 98	
Sites, Buildings, Furniture, etc. not including High School ...	\$199,500 00	
High School	138,000 00	337,500 00—\$364,443 87

LIABILITIES.

Outstanding accounts chargeable to current year.	\$ 1,767 04	
Coupon Bonds at four per cent.	24,000 00	
Bond and mortgage at four and one-half per cent	17,000 00	

Total liabilities..... \$ 42,767 04

The City of Plainfield assumed indebtedness

by issue of bonds for New High School

Building.....\$123,000 00

Furnishing New High School ... 13,000 00— \$136,000 00

Respectfully submitted,

J. B. PROBASCO, *President.*

F. T. WOODHULL, *Secretary.*

Audited by SUFFERN & SON.,

Certified Public Accountants.

Report of Superintendent

TO THE BOARD OF EDUCATION:

Gentlemen:—As to the general condition of the schools I may congratulate the Board upon the character of the work of the year and the spirit in which it has been conducted. The principals have administered their trust successfully, winning the cordial support and co-operation of the parents; the teachers have been loyal and helpful in their assistance and faithful in the management of their classes and the carrying out of the Course of Study; the pupils have had comparatively little interruption and loss of time from contagious diseases.

STATISTICS.

Enrollment	3,025
Average Membership.....	2,438
Average Attendance.....	2,283
Number of Teachers.....	80

The statistics show an increase of 37 over the enrollment of last year, but the average attendance shows an increase of 170. The increasing efficiency of the schools is suggested by the fact that while the enrollment has increased but 64 in two years the average attendance has increased 213, more than three times the increase in pupils enrolled.

ACCOMMODATIONS.

On the completion of the new High School building, in February, the school immediately took possession, finding great relief in the spaciousness of its new quarters. The seventh and eighth grades were transferred from the Whittier to the Stillman buildings, improving their conditions of work. The sixth grade in the Bryant was then transferred to the Whittier, also

two sixth grades from the Franklin and two from the Irving, relieving somewhat the pressure in those buildings and again filling the Whittier except the room that will be used next year for the kitchen for the cooking classes. In spite of the relief from crowding afforded by these changes, the fact remains that every schoolroom in the city is now occupied except one in the Lincoln School, and that there is still crowding in the Washington and the Irving Schools, where there are four rooms that are each occupied by two classes. I feel it necessary, therefore, to urge an early consideration of the question of new accommodations to relieve this crowding and to provide for future growth. While we have been directing our efforts toward putting the High School on a good working basis, the lower schools have gone on increasing until they have outgrown even the new accommodations provided by the transfer of the High School.

In this connection I cannot do better than to restate part of the report on this subject that I prepared at the request of the Board some months ago. There are three propositions worthy of consideration in solving the question of new accommodations. First, to build two wings of three rooms each on the rear of the Irving School. Second, to build a new building in the west end, north of the railroad. Third, to build a new building midway between the Irving and the Franklin Schools, of ten or twelve rooms, which should provide for the overflow at the Irving and also take the place of the Washington School, which the Board for a long time has recognized as undesirable for school use, and has desired to replace by a new building as soon as conditions would permit.

As to the proposition to build a new building in the West End, I assume that it should be located not far from Clinton Avenue. My ideas for the future development of the school system have long included a primary building in that vicinity as soon as conditions should warrant it. At my request the

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teachers of the Irving School have gone through their registers and made a record of all pupils now attending school that live north of the railroad and west of Grant Avenue. I find that in the grades from the kindergarten up to the sixth, there are between fifty and sixty pupils living north of the railroad. A few of these pupils walk more than a mile, the majority probably a little less than a mile, to go to school at the Irving.

I also find thirty or forty pupils living on Clinton Avenue or west of that street, who could be transferred to a new building in the West End and so run the number for a new school up to ninety or a hundred. We have also some children now attending the Dunellen School for whom we pay tuition who could attend the new school, making enough pupils to start a school with three or four teachers.

As to the third proposition, a new building between the Irving and the Franklin Schools, this would involve the erection of a building of ten or more rooms, the Washington School now having something over two hundred pupils, about enough to fill five rooms. I would call to mind the fact that the Washington School is very unsatisfactory for school uses. It is not merely that the building is an old building, but the conditions are not suitable for public school work according to ideas of the present day, the various appointments not being up to the standards now required by the State Board of Education for public schools. The plan of the building is such that it cannot be changed and modernized without very large expense. The only solution is to discard it and erect a new building to take its place. I have felt ever since my first acquaintance with the building that it ought to be given up just as soon as it should be practicable to do so, but I have not up to this time thought it wise to urge the matter upon the Board. If but one building can now be erected it would seem that a new building to take the place of the Washington is the wisest

BOARD OF EDUCATION.

proposition ; but really if the money can be obtained, I believe the true solution is to build two buildings, this one and also a smaller one in the west end.

THE NEW HIGH SCHOOL BUILDING.

The great event of the year was the dedication and occupation of our new High School building. The dedication occurred February 22, with appropriate ceremonies as shown by the program in the appendix of this report. The building was open for public inspection during the day, and in the evening a very successful and enthusiastic alumni reception was held in the auditorium. The exercises of the day and evening were of great interest to all friends of the school and the inspection of the building was enjoyed by many citizens who gave expression to feelings of satisfaction with its completeness and perfection and of pride that Plainfield now has a school building that is worthy of the high standing of its schools.

The building was first occupied by classes on March 6, 1906. The influence of the new accommodations, the thorough ventilation and the conveniences for work and comfort were at once apparent. The school has never done so much work in a term nor in such a good spirit, with so much enjoyment. One who has worked in the old building can have no doubt of the great value of a good system of ventilation after working a term in the new building. A rearrangement of classes in the fall, made possible by the additional room, will give the pupils a much greater field of choice in subjects of work and will open to them opportunities such as are afforded by no other school in this section. Among the colleges and higher schools, where its pupils are known, the school has long had a high reputation for the thoroughness and breadth of its work. The preparation it gives is rivaled by but few schools. This standard will be maintained ; at the same time the new building will

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enable us to increase very materially the opportunities and advantages of the pupils for whom the High School is the finishing school.

It is unfortunate that the limits of the appropriation made it necessary to omit four classrooms in constructing the building, but we have been fortunate in getting so much. The auditorium, the gymnasium, the laboratories, and the general features of the building are adequate for the use of seven or eight hundred pupils and the plans are such that additional classrooms may be added as needed, at moderate cost.

As a matter of permanent interest I have included in the appendix the floor plans and a general description of the building.

WHY SEND THE BOYS TO THE HIGH SCHOOL?

The question of the value of a High School education is still raised now and then by a parent, though not nearly so often as it was a decade ago.

Thinking that it may interest such parents to have some of the reasons definitely stated, I include a quotation on that subject:

"The people are able to have the best, and our public schools should be the pride of the state. Our schools should be so good, so thoro, so adapted to the needs of our age and time, that despite differences of opinion on small matters, all must admit the fact that the school increases the worth of the child many fold.

But why send the boy to high school?

1. If your boy is worth the salt that goes in his bread, it will make a far more able man of him, mentally, morally, and physically. There are exceptions, it is true, but the exceptions only prove the rule.

BOARD OF EDUCATION.

2. High school teachers should always be—and if the school is a good one, are—broad guage, scholarly men and women, educated in our best universities and colleges. It is above all money value to any boy to come in close contact for a few years with such manly men and womanly women as should, and usually do, form the faculties of a good high school.

3. It will increase his money earning capacity. The best statistics show that the illiterate man in this country earns less than \$300 a year; the man with a common school education alone, earns over \$400 a year; the man with a high school education earns over \$600 a year. Suppose your boy works from the time he is twenty until he is sixty years old—an earning period of forty years—figure the increased earning capacity if you give him a high school education. There are some exceptions of course, but we suppose your boy is a boy of average intelligence, as bright or brighter than his father was at the same age. Fools and duds are exceptions to all rules.

4. A good high school course will give a broader field of activity to your boy. In every walk of life the demands are more and more for men and women with something above a common school education. Firm after firm announces that their employes must have at least a good high school education. The mental discipline and self-control given by a good high school course will give self-direction and grasp of conditions to your boy long after the Latin endings and algebraic formulæ which gave the discipline will be forgotten. It is the discipline for life's duties that is the real worth of the high school to the boy.

5. The more thoro the education of your boy, the larger will be his adaptability to different kinds of work. Blessed is the man whose resources and intelligence are such that he can readily, if circumstances demand it, find a dozen ways to make an honorable living for himself and family. Here it is that the

great superiority of the culture-giving, broad gauge high school course is shown over the trade-fitting, quick-time, short-cut, get-ready-in-a-hurry school.

6. The high school course will prepare your boy for the deeper training of the university, which, if he is built of the right material, he will get for himself, or urge you to give him if you are able; or, it will fit him to become a successful leader in business, or lay the foundation for a professional course and career.

7. The discipline and training of a good high school course will not only increase the earning capacity of your boy, but it will increase his living capacity. He will see more beauty in the evening sunset, God's wonderful watchcare in the stars overhead, and more and sweeter fragrance in the pansy at his feet. It will develop character and manhood, give him thoughts and ideas of his own, make him broader in his views of life, and raise him more nearly to the standard of a man.

8. The high school course should, and the chances are it will, discover the boy to himself—and this is the greatest discovery any man can make—his own dignity, and worth, and capacity, and inclination—these things discovered, and the man has a storage power of his own to make life a success.

9. The high school course will increase your boy's chances for distinction in his life's work. A high authority, after much study of the census returns of our country, reaches the following conclusions:

(a) That an uneducated child has but one chance out of 150,000 to gain distinction as a factor in the progress of the age.

(b) That a common school education will increase his chances nearly four times.

(c) That high school education increases the chances over the common school education twenty-three times, or makes his chances for distinction eighty-seven times as great as if he were without education.

10. A high school education will make your boy a more positive force in his community, his state, and his nation, socially, economically, and politically. With many noted exceptions, in the future, as in the past, our real constructive men, whose monument is their work, will be men trained and disciplined in the best schools of our country.

By all means, if your boy has the capacity, the requisite amount of gray matter—or, in other words, if he has the capacity of the average American boy—give him the opportunity of a good high school course. It will pay you and it will pay him. Make some sacrifices if necessary to do it. Don't spoil him by too much money. Teach him the worth of a dollar and how to earn one honestly. Hold him strictly accountable for every cent given him—the day, the date, and for what spent. Teach him to handle your money as he should the money of an employer, accounting for each dollar at the end of each month without quaking or quibbling or miscellany, and he will handle his own money better later in life. Keep in close touch with his teachers, give them your loyal support, see them frequently, and make inquiries about the boy and his work. Do not tell them too much about the many excellent qualities he has, they know these fully as well as you do, and maybe better. If they tell you some of his faults, listen and do not 'fly off the handle'—the chances are they are better able to see his faults than you are. Show an interest—a genuine interest—in the training and the trainers of your boy. Take at least as much interest in the training of your boy as in the training of that young horse of yours which you so confidently hope will make the best record in your county some day, and the results will doubtless be as good.

Understand your boy and expect much of him, and let him know you expect it, but let him know also you expect effort and work on his part. Study his report each month, and at the end of the year know just what studies he has and

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who teaches them, and just how far he has progressed in these subjects, even tho you may know little about the subjects themselves. It is this daily sympathy, close oversight, constant keeping in touch with what the boy is doing, and your loyalty to the teachers and the school, that will mark largely your boy's success."

FLEXIBILITY.

Our school management is noteworthy for its flexibility and reasonableness. There is constant effort all along the line to place every child where he can do the most efficient work under the most enjoyable conditions. We exact close attention to work, earnestness of effort, and thoroness in execution, in order to give the child the fullest possible benefit; at the same time, we try to introduce all the conditions possible for making school a happy, attractive community where the child shall enjoy work.

In the High School a wide opportunity of choice is afforded the pupil in determining his work each year. He is advised carefully by the teacher, but the effort is made to suit the needs of the individual child and to carry out the purposes of his parent where they are expressed.

In the grammar and primary, the grading is kept as elastic as possible, each child being changed from one section or grade to another when it seems that he will profit by such change. The advice and co-operation of the parent is sought, and we try to make the school arrangements and appointments such as will meet their approval. The spirit of sympathy and co-operation of the home with the school is notably cordial and appreciative.

THE SCHOOL AND THE HOME.

While in general, the relation between the home and school is very satisfactory, there is one matter in which there is need for renewed appeals to the home. The education of the child is the first interest during his childhood. He ought

to play and enjoy himself, he ought to participate in the home life and its interests; yet, after all, education is the great aim of this period and it ought to hold first position in all arrangements that concern the child. There is complaint all along the line that this is not considered enough in very many homes. There are so many attractions and diversions to distract the attention of the child and break up his regularity and lessen his interest in the school work, that parents need to give the matter close attention to see that the child is given the best conditions for successful school work.

In the higher grades many children suffer a distinct loss in school work because of their absorption in social matters, parties, concerts, theaters, etc. It ought to be a rule of the home that the child in school should attend such affairs only on evenings that are not followed by a school day. Social affairs, parties, etc., should be relegated to the last of the week or to vacations. It is impossible for the child in school to follow up much of the evening opportunities for pleasure and culture that the present day affords and preserve the freshness and alertness that are necessary for his school work.

Too often the child is taken from school for a visit, for shopping or for other reasons that are good in themselves, but which by a little planning could have been arranged for some time that would not interfere with his school work.

Exercise and sleep are two essentials for good work and the careful mother will see that her child spends some part of the day out of doors and that he goes to bed at an early hour every night, whether his lessons are learned or not. (If he cannot learn them by an early hour there is need for an early conference with the teacher.)

The time that the teacher has the child is comparatively short, the teacher works industriously to make the most of it for the child's good, and it is often very disheartening to see the results of her work greatly diminished or well-nigh de-

BOARD OF EDUCATION.

stroyed by lack of thoughtfulness in some home. Only as the home makes school of prime importance in the child's life can he get the most from it.

PROGRESS IN WORK.

Probably the greatest gain our schools have shown is in the English work. The course for language and grammar was very carefully and fully worked out and put in the hands of the teachers several years ago and has been faithfully used, and we are now getting excellent results from its use. The study of grammar is retained, but not greatly elaborated in parsing and diagramming as was formerly the case. Much stress is laid on oral work and short written exercises on the board, criticised and corrected in the sight of the pupil. There has been a notable gain in the clearness, accuracy and fluency in the use of language and in the presentation of written work.

Reading has also improved. In place of one reader for the whole year owned by the pupil, which was read over and over, the law requiring the Board to furnish all books makes it possible, at little or no greater annual cost, to furnish each class several sets of readers, so that the pupil nows reads eight or ten different books each year, getting a much wider range and using much more interesting matter.

Arithmetic does not show the progress that has been made in language, partly, perhaps, because it is not so much a part of every day life as language is, and partly because we have not yet succeeded in systematizing and focusing our work in it as much as in language. The puzzle problems, the long, impractical examples, and the little used processes of alligation, cube root, etc., have now been dropped from the grade work and the attention given largely to short every-day problems, but there is still room for improvement in quickness and accuracy. This subject will be made the special object of our effort and study during the coming year.

BOARD OF EDUCATION.

The completion of the new building makes it possible to carry out our long anticipated introduction of Manual Training and in accordance with the plans of the Board, after long and careful investigation of candidates, two teachers have been secured, a man for the teaching of woodwork and a woman for the domestic sciences. At first the work will include wood-working for all boys in the fifth, sixth, seventh and eighth grades, with opportunity also for all High School boys that desire to enter it; sewing for all girls in grades five and six, and cooking for all girls in the grades seven and eight and for such girls in the High School as may elect it. A room in the Whittier building is now being fitted up as a kitchen with places for twenty girls to cook, and a room in the High School is being fitted with benches and tools for the sixth, seventh and eighth grade boys in wood-working. The fifth grade wood-working will be with knives and will be done in each building, the boys of two rooms being collected in one room for their work, while the girls are collected in the other room for sewing.

THE PENSION LAW.

Two material changes were made in the school law during the session of the Legislature. The provisions regarding the Retirement Fund for pensioning teachers who have become incapacitated was so amended as to increase the dues and also to make membership obligatory on all teachers who enter the profession in New Jersey after January, 1908. These changes seem to give the Fund assurance of permanency. They are a promise of good not only to the teachers, but also to the school, since they provide a way for relieving the school of a teacher who is no longer able to do full work, without the inhumanity of turning a faithful worker adrift with no support, when her powers fail and she most needs support. The beneficent working of this law came home directly to Plainfield in the case of Miss Carrie Runyon, for many years one of our most valuable teachers, who was supported by this fund during the last years of her life.

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The pension law was also changed so that now a teacher who has taught thirty-five years in one city or borough may be retired at his own request, with a pension of half the average salary for the last three years of service. We lost one of our old and valued teachers through the action of this law, Miss Emma Force, who had taught in the Plainfield schools for thirty-eight years, and was still doing effective work. It is a satisfaction to know that while she is no longer in service she is still drawing an annual return for the years of her life she has devoted to the welfare of Plainfield children.

THE TEACHERS.

An efficient school necessarily implies an efficient teacher in charge. The building and all its furnishings may be the best that money can buy, but without an efficient teacher we cannot have an efficient school. The difference between a good school and a poor one is chiefly a question of teachers. The most important question, therefore, that the school administration has to face is the securing and retaining teachers of efficiency. The first essentials of an efficient teacher are refinement of character, habitual use of good English, teaching power, education and technical preparation. It goes without saying, that she must also have good health. No parent would wish his child put in charge of a teacher who lacked in one of these essentials. But the whole world is seeking women with just those essentials; they go into the homes as wives, they go into the professions now open to women, they are sought in the offices as typewriters and accountants, and new opportunities are clamoring for them every day. The proportion of refined, well educated, cultured, strong women that go into teaching is therefore comparatively small, and it is getting still smaller now that these prosperous times are offering such good salaries in other directions.

The scantiness of the supply makes the work of finding efficient teachers to fill vacancies a very difficult one, and it is

BOARD OF EDUCATION.

becoming more difficult each year, since greater and greater demands are being made on the teachers, and teachers' salaries have not increased to correspond with the increase of expenses and the increased remuneration in other lines of work.

During the year there were twenty-one new teachers, who came from thirteen different schools and colleges. The carefulness and thoroughness of the selection is shown by the fact that not one of the twenty-one proved unsatisfactory.

Plainfield is fortunate in having so excellent a corps of teachers; I can say nothing but praise of their work; but I feel that the good of the children demands that a marked increase should be made in the salaries to correspond with what is being done in other cities and what is being offered in commercial work. That which increases their self-respect and contentment, placing them in a position to live under conditions that are congenial and to command a good degree of the pleasures as well as the necessities of life—all this adds to their power, personality and character, and thereby tends directly to improve the conditions of the children committed to their charge. Good salaries also give the Board a much greater opportunity to get the most effective and thoroly tested material in the selection of new teachers, and thus again returns an increased measure of good to the children.

In closing this report, I wish to express my appreciation of the efficiency and loyalty of the teachers, the cordial and sympathetic support of the Board of Education, and the earnest co-operation of the parents, in the work of giving the children of Plainfield the very best opportunities to prepare for lives of usefulness and happiness.

Respectfully submitted,

HENRY M. MAXSON,

Superintendent.

List of Teachers, 1905-1906

Superintendent, Henry M. Maxson

HIGH SCHOOL.

IRA W. TRAVELL, <i>Prin.</i>	M. ELIZABETH BENEDICT.
ELLEN E. NILES.	ARIADNE GILBERT.
S. LENA BASS.	MARY ETHEL FERRY.
LINDSEY BEST.	SAMUEL B. HOWE, JR.
JAMES D. MACNAB.	MARY LOCK.
ETHEL M. HOWARD.	

STILLMAN SCHOOL.

ANNA M. DAY, <i>Prin.</i>	DOROTHEA E. BULL.
EDNA BURR.	ELEANOR T. WILBUR.
ALICE W. LANSING.	HELENE M. POPE.

WHITTIER SCHOOL.

ALICE R. BARLOW.	CAROLINE M. SHAVER.
CLARA J. CHURTON.	KATE REMER.
J. LOIS SKINNER.	FRANCES E. COREY.

WASHINGTON SCHOOL.

M. E. HUMPSTON, <i>Prin.</i>	THERESA A. FISCHER.
ANNA W. BOORAEM.	MAYME BREADS.
LILLIAN A. FISKE.	JEANNETTE BIRDSALL.
MABEL A. POWELL.	STEPHANIE M. CLARK.

FRANKLIN SCHOOL.

NOEL J. BULLOCK, <i>Prin.</i>	CLARA E. HALE.
ALICE C. MILLER.	GERTRUDE HUBER.
JANE E. COOPER.	HELENA M. HUBER.
EMMA FORCE.	CHARLOTTE E. TENNANT.
MARY L. SEARLE.	CAROLINE A. BARBER.
FLORENCE CHURTON.	ELIZABETH T. ANGELL.

BOARD OF EDUCATION.

BRYANT SCHOOL.

FLORA GRIFFIN, <i>Prin.</i>	ALICE M. WELLS.
JEANNETTE BURROWS.	GERTRUDE RAND.
ROBERTA REYNOLDS.	KATE M. MARSH.
GENEVA G. COWEN.	BERTHA MITCHELL.
JESSICA BRIGHTMAN.	LOUISE B. RUNYON.
FRANCES WEED.	CORA F. CADMUS.

LINCOLN SCHOOL.

CAROLYN B. LEE.	MILDRED LYON.
MYRTLE S. REYNOLDS.	MARY MARSH.
HELEN C. BARBOUR.	MARY E. BROOKS.
S. LOUISE WOOD.	CLARA L. CRANE.

IRVING SCHOOL.

GENEVIEVE PETRIE, <i>Prin.</i>	MARY B. DENNIS.
ANNA GOSMAN.	LOUISE EGAN.
ETHEL M. FLETCHER.	LUCIA N. WOOD.
LOTTIE W. STILLMAN.	HATTIE FILMER.
JESSAMINE R. GRANGER.	MAUD DOOLITTLE.
ALICE A. LEE.	GEORGIA A. RICKER.
ADA H. CLARKE.	ELIZABETH S. WHITE.
LOUISE STOWELL.	LILLIAN T. GLEN.

SUPERVISOR OF MUSIC.

CHARLES L. LEWIS.

SUPERVISOR OF DRAWING.

ANNA J. BENNETT.

SUPERVISOR OF PHYSICAL CULTURE.

ADDIE P. JACKSON.

Enrollment of Pupils

1905-1906

SCHOOL.	GRADE.	BOYS.	GIRLS.	TOTAL.
HIGH SCHOOL.				
ELLEN E. NILES.....	Senior	17	32	49
S. LENA BASS.....	Junior	17	22	39
ARIADNE GILBERT.....	Second Year	20	..	20
LINDSEY BEST.....	Second Year	9	21	30
JAMES D. MACNAB.....	Second Year	11	21	32
ETHEL M. HOWARD.....	First Year	15	12	27
MARY LOCK.....	First Year	8	16	24
MARY E. FERRY.....	First Year	13	10	23
SAMUEL B. HOWE, JR.....	First Year	10	19	29
M. ELIZABETH BENEDICT...	First Year	7	8	15
STILLMAN SCHOOL.				
ANNA M. DAY.....	Eighth	20	24	44
EDNA BURR.....	Eighth	21	24	45
ALICE W. LANSING.....	Eighth	26	22	48
DOROTHEA E. BULL.....	Seventh	19	31	50
ELEANOR T. WILBUR.....	Seventh	22	25	47
HELENE M. POPE.....	Seventh	23	26	49
WHITTIER SCHOOL.				
ALICE R. BARLOW.....	Sixth	34	19	53
CLARA J. CHURTON.....	Sixth	20	20	40
J. LOUIS SKINNER.....	Sixth	12	21	33
CAROLINE M. SHAVER.....	Sixth	22	21	43
KATE REMER.....	Sixth	22	23	45
FRANCES E. COREY.....	Sixth	11	25	36
WASHINGTON SCHOOL.				
M. E. HUMPHSTON.....	Fifth	8	10	18
ANNA W. BOORAEM.....	Fourth	12	17	29
LILLIAN A. FISKE.....	Third	27	20	47
THERESA A. FISCHER.....	Second	12	23	35
MAYME BREADS.....	First	22	18	40
JEANNETTE D. BIRDSALL...	First	25	12	37
STEPHANIE M. CLARK.....	First	18	23	41
MABEL A. POWELL.....	Kindergarten	16	27	43
FRANKLIN SCHOOL.				
ALICE C. MILLER.....	Fifth	21	27	48
JANE E. COOPER.....	Fifth	24	20	44

BOARD OF EDUCATION.

Franklin School (continued)

SCHOOL.	GRADE.	BOYS.	GIRLS.	TOTAL.
EMMA FORCE.....	Fourth	24	19	43
MARY L. SEARLE.....	Fourth	18	22	40
FLORENCE CHURTON.....	Third	21	23	44
CLARA E. HALE.....	Third	15	21	36
GERTRUDE HUBER.....	Second	20	21	41
HELENA HUBER.....	Second	23	14	37
CHARLOTTE E. TENNANT...	First	15	24	39
CAROLINE A. BARBER.....	First	29	24	53
ELIZABETH T. ANGELL.....	Kindergarten	30	22	52

BRYANT SCHOOL.

JEANNETTE E. BURROWS...	Fifth	20	16	36
ROBERTA S. REYNOLDS.....	Fifth	19	17	36
GENEVA G. COWEN.....	Fourth	26	18	44
JESSICA L. BRIGHTMAN...	Third	25	23	48
ALICE M. WELLS.....	Second	18	16	34
GERTRUDE H. RAND.....	Second	19	24	43
KATE M. MARSH.....	First	18	20	38
LOUISE B. RUNYON.....	First	19	19	38
BERTHA MITCHELL.....	First	21	17	38
CORA F. CADMUS.....	Kindergarten	41	29	70

IRVING SCHOOL.

ANNA GOSMAN.....	Fifth	17	27	44
ETHEL M. FLETCHER.....	Fifth	18	21	39
LOTTIE W. STILLMAN.....	Fourth	23	21	44
JESSAMINE R. GRANGER...	Fourth	28	24	52
ALICE A. LEE.....	Third	27	22	49
ADA H. CLARK.....	Third	23	24	47
MARY B. DENNIS.....	Second	25	19	44
LOUISE EGAN.....	Second	18	15	33
LUCIA N. WOOD.....	First	24	19	43
HATTIE FILMER.....	First	26	18	44
MAUD DOOLITTLE.....	First	31	22	53
GEORGIA RICKER.....	First	49	36	85
ELIZABETH S. WHITE.....	Kindergarten	30	16	46
LILLIAN T. GLEN.....	Kindergarten	29	28	57

LINCOLN SCHOOL.

CAROLYN B. LEE.....	Fifth	17	16	33
MYRTLE REYNOLDS.....	Fourth	25	24	49
HELEN C. BARBOUR.....	Third	25	21	46
S. LOUISE WOOD.....	Second	23	16	39
MILDRED LYON.....	First	32	18	50
MARY L. MARSH.....	First	27	28	55
MARY E. BROOKS.....	Kindergarten	29	31	60

Total	1531	1494	3025
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ENROLLMENT, ATTENDANCE, ETC., 1905-1906.

	No. of Classrooms	No. of Teachers	No. Boys Enrolled	No. Girls Enrolled	Total No. Enrolled	Average Membership	Average Attendance	Per Cent. Attendance	No. of Tardiness	Av. Tard. per Pupil
High School	12	12	127	161	288	258	251	97	826	2.8
Stillman School	9	6	130	152	282	245	235	95	238	.8
Whittier School	8	6	121	129	250	209	200	95	517	2.0
Franklin School	11	12	240	237	477	372	340	93	1265	2.6
Washington School..	7	7	141	149	290	229	210	91	439	1.5
Irving School	14	17	368	312	680	533	501	93	838	1.2
Bryant School	10	12	226	199	425	334	308	92	496	1.1
	78	80	1531	1493	3024	2438	2283	93	5385	1.7
	78	80	1531	1493	3024	2438	2283	93	5385	1.7

TOTAL ENROLLMENT BY AGES.

	Four Years	Five Years	Six Years	Seven Years	Eight Years	Nine Years	Ten Years	Eleven Years	Twelve Years	Thirteen Years	Fourteen Years	Fifteen Years	Sixteen Years	Seventeen Yrs.	Eighteen Yrs.	Nineteen Yrs.
Boys ...	72	130	136	150	161	129	138	116	135	105	97	70	52	25	12	4
Girls ...	62	117	131	118	156	120	138	139	132	107	81	71	56	35	23	7
	134	247	267	268	317	249	276	255	267	212	178	141	108	60	35	11

SUMMARY OF ENROLLMENT.

High School	288
Grammar Classes	831
Primary Classes	1578
Kindergarten	328

COMPARATIVE STATEMENT OF ENROLLMENT, ATTENDANCE, ETC., 1892-1906.

	No. of Teachers	No. Boys Enrolled	No. Girls Enrolled	Total No. Enrolled	Ave. No. Belonging	Average Attendance
1892-3	48	919	930	1849	1446	1319
1893-4	48	1056	992	2048	1590	1452
1894-5	53	1077	1089	2166	1686	1526
1895-6	55	1096	1121	2217	1725	1517
1896-7	61	1166	1188	2354	1786	1657
1897-8	64	1264	1235	2499	1949	1745
1898-9	65	1235	1218	2453	2016	1784
1899-1900	69	1276	1280	2556	1942	1816
1900-1	72	1376	1321	2697	2177	1950
1901-2	72	1368	1347	2715	2125	1928
1902-3	73	1423	1368	2791	2236	2070
1903-4	75	1483	1478	2961	2286	2097
1904-5	78	1517	1471	2988	2377	2140
1905-6	80	1531	1493	3025	2438	2283

High School Graduation

Order of Exercises

OVERTURE—"Beautiful Galathea".....	<i>Suppe</i>
INVOCATION	Rev. Wm. S. Hubbell, D. D.
TONE POEM—"Moonlight".....	<i>Moret</i>
SALUTATORY AND ESSAY—"A Deep Sea Mission"	
	Elizabeth Crane Winter
SELECTION—"George Washington, Jr.".....	<i>Cohan</i>
ADDRESS.....	James H. Canfield, LL. D.
WALTZ—"Loveland"	<i>Holzman</i>

PRESENTATION OF REWARDS.

MR. LEANDER N. LOVELL.

For English Composition (The G. H. Babcock Prize).....	Offered by Mrs. G. H. Babcock
For English Composition.....	
	Offered by the Continental Chapter, D. A. R.
For Mathematics (The Dr. C. H. Stillman Prize)	
	Offered by Mrs. J. K. Myers and Mr. Wm. M. Stillman
For United States History..	Offered by Mr. Leander N. Lovell
For Modern Language.....	Offered by Mr. E. R. Ackerman
For Latin.....	Offered by Mr. Alexander Gilbert
For Commercial Study.....	Offered by Mr. E. R. Ackerman
SELECTION—"Dolly Dollars".....	<i>Herbert</i>
ESSAY AND VALEDICTORY—"The Triumphs of Youth"	

Gertrude Laura Hunter

WALTZ—"Bygone Days".....	<i>Waldtenfel</i>
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PRESENTATION OF DIPLOMAS.

By the President of the Board of Education,

J. B. PROBASCO, M. D.

MARCH—"Old Heidelberg".....	<i>Mills</i>
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Class of 1906

Graduates

GERTRUDE LAURA HUNTER, Valedictorian.

ELIZABETH CRANE WINTER, Salutatorian.

CLASSICAL COURSE.

Christella Frances MacMur-	Stuart F. Freeman,
ray,	Abraham Hugo Rubenstein,
Howard Brooks Freeman,	Russell Foote Stryker,
Arthur Stoddard Whitney.	

LATIN-SCIENTIFIC COURSE.

Antoinette Lucy Aalholm,	Antoinette Dyett Hill,
Avis Irene Aldrich,	Gertrude Laura Hunter,
Lena Bohan,	Anna Shepard,
Ruth Bullock,	Ruth Isabelle Thompson,
Mary Laura Conover,	Ellen Holmes Ulrich,
Lillian Demarest,	Elizabeth Crane Winter,
Bessie Evelyn Dunham,	Benjamin Edward Hermann,
Hazel Gardner,	Joseph Henry Noble Jones,
Philip Leichtentritt.	

GENERAL COURSE.

Sadie Coyle,	Hudson Coe Burr,
Margaret Demarest,	Joseph William Gavett, Jr.,
Miriam Manchester Horton,	Clarence Robin Heaume,
Louise Klein,	Emil Jahn,
Ethel Murray,	George Manning Ritten-
Anna Hildegard Rafferty,	house, Jr.,
Cora Louise Ricketts,	Robert Ernest Rugen,
Alice Ethel Sawyer,	Milton Wilcox St. John,
Harold Cammeyer Todd.	

BOARD OF EDUCATION.

COMMERCIAL COURSE.

Ethel Margaret Boice,	Lillian Anna Walsh,
Florence May Cooney,	James Malcolm Davis,
Katherine Frances Garretson,	Leslie Edward Palmer,
May Titsworth Hallett.	

MODERN LANGUAGE COURSE.

Bertha Celestine Hill,	Eva Mertilla Rogers.
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Award of Prizes, 1906

The George H. Babcock Prize, given by Mrs. George H. Babcock.

First Prize—Lillian Reed Cronkite.

Second Prize—Matilda Srager.

Honorable Mention—May Titsworth Hallett, Lena Bohan.

ENGLISH COMPOSITION.

A prize offered by the Continental Chapter of the Daughters of the American Revolution.

Prize—\$5.00 in gold, Benjamin Edward Hermann.

Honorable Mention—

Christella Frances MacMurray, Laura May Baker.

MATHEMATICS.

The Dr. C. H. Stillman Prize, given by Mrs. J. K. Myers and Mr. William M. Stillman.

First Prize—\$15.00 in gold, William Hicks Osgood.

Second Prize—\$10.00 in gold, William Crawford Douglass.

TRANSLATION PRIZES.

For the best translation of assigned passages, a first prize of three dollars and a second prize of two dollars, to be expended in books chosen by the receiver of the prize.

MODERN LANGUAGES.—Given by Mr. Ernest R. Ackerman.

Senior French.

First Prize—Elizabeth Crane Winter.

Second Prize—Gertrude Laura Hunter.

Honorable Mention—Ellen Holmes Ulrich.

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Junior French.

First Prize—Frederick Martin Smith.

Second Prize—Marjorie Mae Brown.

Honorable Mention—Helen Johnson.

Junior German.

First Prize—Rose Siegal.

Second Prize—Joseph W. Gavett, Jr.

Honorable Mention—John De Lancey Ferguson.

Sophomore German.

First Prize—Esther Barton Crampton.

Second Prize—Hazel Gardner.

Honorable Mention—Gertrude Laura Hunter.

LATIN PRIZES.—Given by Mr. Alexander Gilbert.

Vergil.

First Prize—Antoinette Lucy Aalholm.

Second Prize—Elizabeth Crane Winter.

Honorable Mention—Ellen Holmes Ulrich.

Cicero.

First Prize—John De Lancey Ferguson.

Second Prize—Rose Siegal.

Honorable Mention—Queen May Tillotson.

Caesar.

First Prize—Esther Barton Crampton.

Second Prize—Roy Clifton Whitall.

Honorable Mention—Marjorie Mae Brown.

COMMERCIAL PRIZES.

Given by Mr. Ernest R. Ackerman.

A first prize of three dollars and a second prize of two dollars, to be expended in books.

Bookkeeping. (First Year.)

First Prize—Walter Edward Knowlton.

Second Prize—Francis Parsons Wilcox.

Honorable Mention—Mary Mathews.

BOARD OF EDUCATION.

Typewriting. (Beginning.)

First Prize—Charles Henry Line.

Second Prize—Eleanor Ackerman Thompson.

Honorable Mention—William Talbot Lambert.

Stenography. (Beginning.)

First Prize—Donald Cameron Mortimer.

Second Prize—Leslie Edward Palmer.

Honorable Mention—Eleanor Ackerman Thompson.

Advanced Stenography and Typewriting.

First Prize—Clara Evelyn Hallard.

Second Prize—Mildred Vera Caleen.

Honorable Mention—James Malcolm Davis.

AMERICAN HISTORY.

Given by Mr. L. N. Lovell.

Green's History of England.

Prize—Margaret Virginia Leggett.

Honorable Mention—Nettie Garretson Stillman,
Harriett Clarke Knox, David Rogers.

Grammar School Graduation

Program

1. INVOCATION.....REV. GEORGE B. SHAW
2. FOR THEE, O DEAR, DEAR COUNTRY.....*Oliver*
CHORUS BY GRADUATING CLASS.
3. ESSAY—The Evolution of American Music.....
MURIEL COLLINS.
4. IN SUMMERTIME.....*Mildenberg*
CHORUS OF GIRLS.
5. DECLAMATION—The American Flag.*Henry Ward Beecher*
HOWARD JUDSON RUNYON, JR.
6. PIANO SOLO—(a) Scottish Tone Picture.....*McDowell*
(b) The Chase.....*Rheinberger*
FRANCES RITTENHOUSE.
7. ESSAY—Then and Now...MARGARET VIRGINIA LEGGETT
8. VACATION SONG.....*S. T. Paul*
CHORUS OF GIRLS.
9. ADDRESS.....REV. E. E. ROBERSON
10. TRIO—(a) Indes Puszta.....*Pache*
(b) Serenade.....*Herbert*
MRS. VIOLET TRUELL JOHNSON.
THE MISSES BURNET.
11. ADDRESS TO GRADUATES.....HENRY M. MAXSON
Superintendent of Schools.
12. PRESENTATION OF DILOMAS.....J. B. PROBASCO, M. D.
President of Board of Education.
13. AMERICA (Audience Standing).

Grammar School Graduates, 1906

Alpaugh, Bessie
Andrews, Louise Stockton
Bingaman, Edward Wilson
Blimm, Marion Rose
Borrupt, Helen
Brick, Henry
Brown, Florence Cecilia
Bullock, William Herschel
Burr, Eliot Laurance
Clark, Anna Mundell
Cole, Edna Maude
Collins, Muriel
Cubberly, Heber Merle
Cumback, Hazel Virginia
Davis, Douglas
DeGraff, Eleanor Maitland
Doyle, Anna Margaret
Dunavan, Myra Marguerite
Durar, Madeline
Durar, Leib Huston
Fleming, Barbara
Fleming, James Lambert
Giebelor, Gretchen Matilda
Goldin, Elizabeth Helena
Goldin, David Lieberman
Gray, Cora Jean
Hill, Jennie Linda
Hodge, Raymond Demerest
Johnson, Mildred Faye
Johnson, Marie Therese
Karr, Sydney Hovell

Loizeaux, Frederick Daniel
MacCallum, Helen McDowell
Manning, Florence Lucille
McCarthy, John
Middlekauff, Berdenia Eleanor
Miller, Dudley Russell
Murray, James Ormsbee
Newcorn, Netta
Oakley, Earl
Payson, Lilian
Phillips, Kathleen LeCand
Phillips, Kenneth Lawrence
Post, Howard Benjamin
Putnam, Frank Arthur
Radford, Mary Elizabeth
Richardson, James
Ricketts, Thomas Emory
Rittenhouse, Frances
Rogers, David Wescott
Romond, Josephine
Runyon, Howard Judson, Jr.
Schenck, Harold William
Smith, Helen Louise
Somerset, Caroline Elizabeth
Staats, Stephen Monroe
Stillman, Nettie Garretson
Tier, Ida May
Timpson, Lewis Morris
Ulrich, Joyce Sewell
Van Zandt, Marguerite Garretson

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Kenney, John Andrew	Van Zandt, Harry
Kingslow, Claude	Van Winkle, Beulah Miriam
Klein, Ruth	Walden, Josephine Margaret
Knox, Harriet Clarke	Walsh, George Wellwood
Leggett, Margaret Virginia	Walsh, Jeremiah
Lewis, Hanna Rachel	Weber, Elwood
	Wilson, Florence.

The New High School

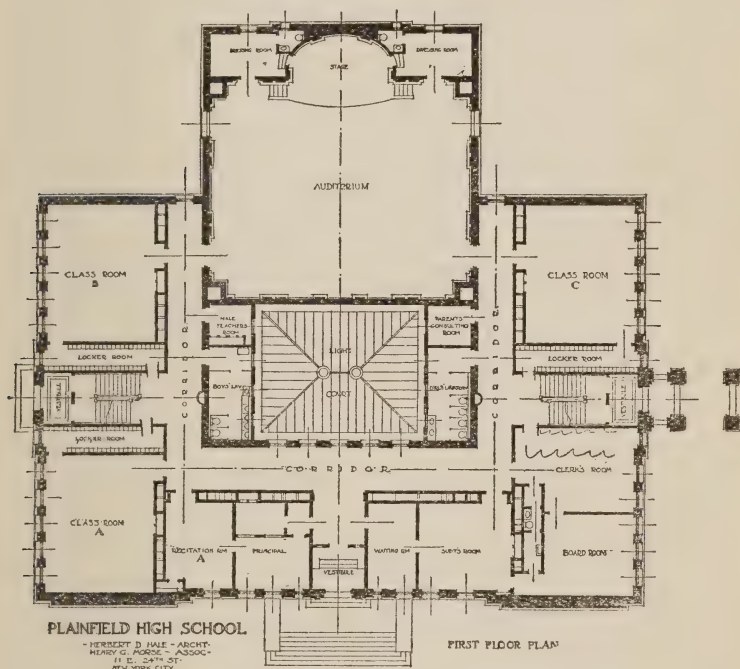
The building was planned by Herbert D. Hale and his associate, Henry G. Morse, with the advice and suggestions of Henry M. Maxson, Superintendent of Schools. The heating and ventilating system was planned by Professor S. Homer Woodbridge. The aim of the architect and of the Board was to secure a building that should furnish seating accommodations for five hundred pupils with complete equipment for doing High School work in the most satisfactory manner, and with the best arrangements practicable for the health and comfort of pupils and teachers. It was found impossible to secure this fully and with the elegance they had hoped for, within the limits of the appropriation. In consequence, four classrooms were omitted, much ornamentation was cut out and the character of material proposed was changed, but the working features of the building were preserved intact. The result is a building whose exterior is impressive in its solidity and its proportions and whose interior presents a most complete and effective outfit for High School work that is attractive by its very simplicity and the perfection of its adaptation to school use.

The building stands on a lot nearly three hundred feet square, at the corner of Arlington Avenue and Ninth Street. The front faces the City Park on Ninth Street. It is a structure of three stories and basement, one hundred and thirty-seven feet wide in front and running back one hundred and thirty-three feet. The basement, up to the water table, is stone, the walls are water struck red brick and the trimmings terra cotta. The general architecture is a modern adaptation of the best classical style.

There are three entrances, the main entrance approached by a twenty-five foot granolithic walk from Ninth Street, and

BOARD OF EDUCATION.

one on each side for the pupils coming from either direction. Just within each entrance is a vestibule with tessalated floor shut off from the hall and stairways by swinging doors.



At the left within the main entrance is the office of the Principal of the High School, entered through a reception room where visitors may sit until the principal is at liberty.

At the right is the office of the Superintendent of Schools, which is entered through a waiting room. Beyond the Superintendent's office is the meeting room of the Board of Education, which is entered either through the Superintendent's office or through the office of the Clerk of the Board of Education, which is at the left of the Arlington Avenue entrance.

At the right of the Arlington Avenue entrance is a class-

room 24 feet by 32 feet. On the Park Avenue side are two classrooms, one on each side of the entrance.

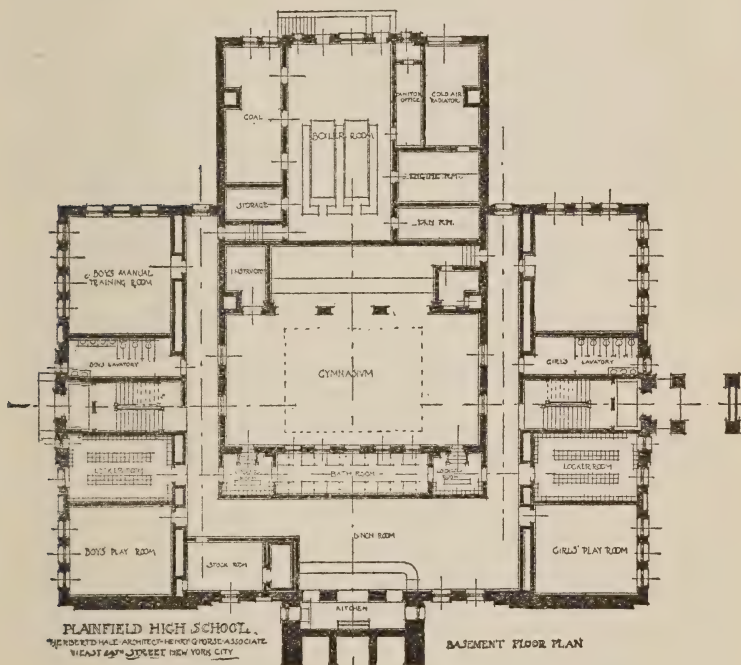
Between the two wings is the auditorium, with a floor space 52 feet by 59 feet, and with an ample stage which is flanked by ante-rooms, each furnished with a lavatory. This room is two stories high, with a gallery at the level of the second story, and is beautifully lighted by a large skylight in the ceiling. The floor is furnished with movable folding chairs to seat 500 people, while the gallery has fixed folding chairs for 250 people. At one end of the gallery is a room with a lavatory and furnished with a couch and a medical cabinet, which serves as a hospital room where pupils who are suddenly ill may be taken for quiet and treatment. A corresponding room on the other side is fitted up for typewriting and now holds fifteen machines, with room for five more.

The auditorium is entered on the first floor from the corridor on each side and has two large emergency doors opening directly to the outside. On the second floor the gallery is entered from each corridor. It is fitted with opaque screens for darkening the skylight and with an electrical outlet so that it can be readily used for stereopticon purposes. The simple yet elegant decoration, the beautiful proportions of the room, the ample stage, the flood of soft light from the ground glass skylight, make this room one of which every citizen may be proud, and one whose usefulness and influence on the school life cannot be measured.

Between the auditorium and the front part of the building is a light-court 39 feet by 31 feet, which gives beautiful lighting to the corridors, the lavatories and the gymnasium. On this floor also are a consulting room, where teachers may confer with parents regarding pupils, a lavatory for girls and one for boys, a recitation room and a room for men teachers.

Descending the broad stairs to the basement, we find in each southern corner a well lighted room for Manual Train-

ing, in which the boys from the High School and the Grammar Schools will have instruction in various forms of wood working.

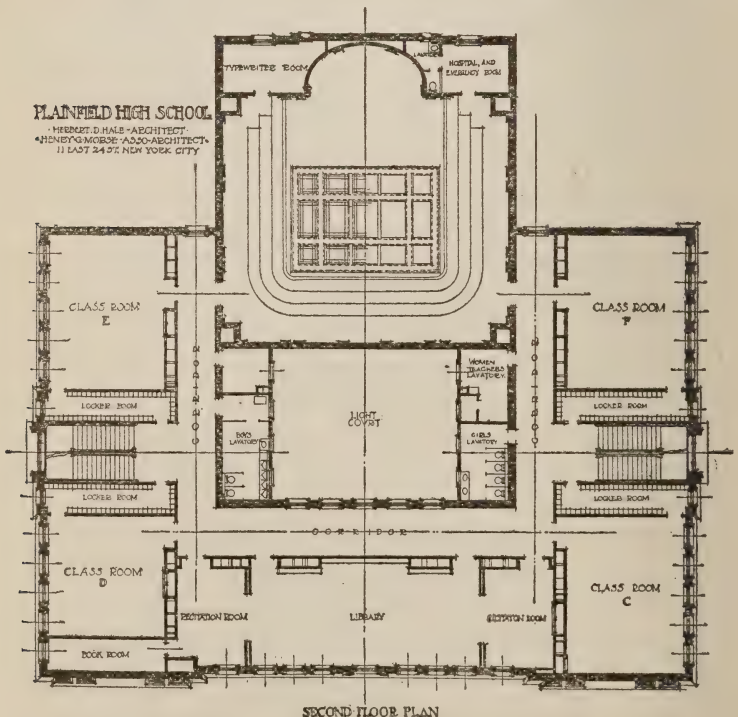


The front part of the basement is given up to the lunch room, the center portion being fitted up with gas range, sinks, closets, counter, and other equipment. The two corner rooms are fitted with tables and chairs, one room for the boys and the other for the girls in which to eat their lunch. Here a good cook, under the direction of the school faculty, prepares each day material for a plain, substantial lunch, which is sold to the pupils at cost. Each pupil may bring from home what he wishes and supplement it at the counter as he desires from a list that varies from day to day, including soups, sandwiches of various kinds, cereals, fruit, milk, cocoa, etc.

BOARD OF EDUCATION.

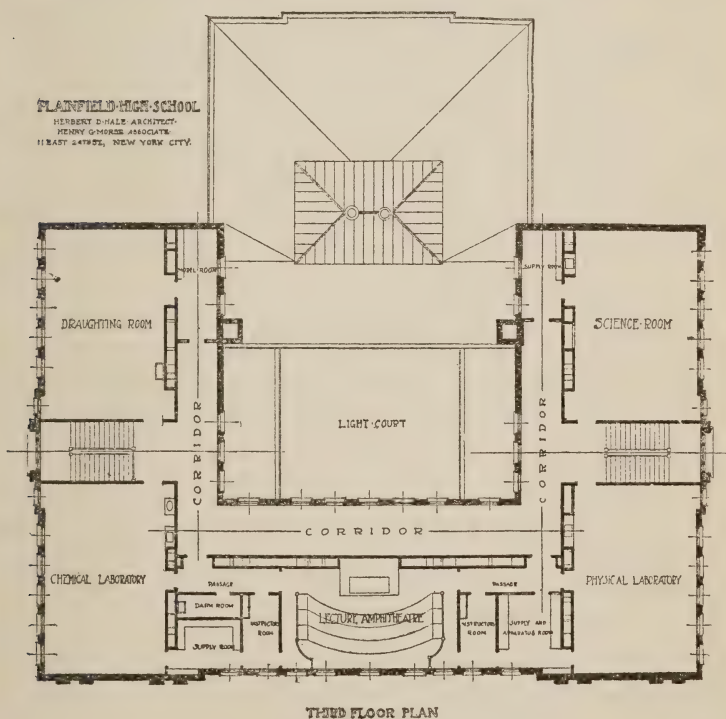
In the center of the basement, which was excavated deeper than the rest, is the gymnasium, 48x60 feet, under the light court. This room is fitted with various forms of apparatus and is in charge of a regular instructor, who meets each pupil in class instruction twice a week. Adjacent to the gymnasium is a bath room provided with shower baths, with hot and cold water and locker rooms with steel lockers, where each pupil may keep his gymnasium apparel. The gymnasium, lunch room, and manual training rooms make the basement one of the most popular parts of the building.

The most striking feature of the second floor is the library, a room 20 feet by 48 feet, with abundant window surface and walls lined with bookcases. At each end of the room, open-



ing from it with large sliding doors, is a recitation room 15x20 feet, which may be made a part of the library by opening the doors, affording a most convenient and attractive room for use in the public functions of the schools. The library is fitted with tables and chairs and is used as a study room by pupils who are not in recitation.

On this floor are also four classrooms, two lavatories, a room for the women teachers, a room for storage of text-books and a room for the use of various school organizations.



The third floor is devoted chiefly to the sciences. In the two front corners are the physical and chemical laboratories; between them is a lecture room in the form of an amphitheater

with rising tiers of seats, also an office and storeroom for the teacher of each subject. In the southwest corner is another science room devoted to zoology, botany, etc. The generous gift of Mrs. Babcock and her son has made it possible to equip each room with sinks, hoods, tables, sliding shades to darken the rooms, stereopticon and other apparatus and fittings especially suited to give the best facilities for individual work in each subject, so that our pupils may well be envied for the opportunities they have in the sciences. On the wall of the corridor has been placed by the Board a bronze tablet with this inscription: "George H. Babcock Laboratories, Presented by Mrs. George H. Babcock and George L. Babcock."

The fourth corner of this floor is devoted to art work, being fitted with screens, tables adjustable at all angles, cases and other fittings for such work.

The number of rooms in the building, large and small, is about seventy. The hygienic features of the building are of the most approved standards. Each class room is lighted solely from the left, but has a generous extent of window surface. The heat is furnished by steam from two large boilers under the auditorium, which heats each room directly by means of radiators in the room and indirectly through the ventilators.

A nine-foot fan in the basement, revolving 175 times per minute draws the air from outside into the cold air room and over a large stack of radiators; then forces it into every room in the building, in volume sufficient to furnish thirty cubic feet of air per minute for each pupil, changing the air in the room every eight minutes. A heat control system regulates the heating automatically, so as to keep the temperature uniformly at 68, or any degree to which it is set.

There is a lavatory for each sex in the basement and on the first and second floors, well ventilated and with windows opening directly to the outer air. Each floor has hygienic

drinking fountains. Each classroom has a wardrobe with separate locker spaces.

The staircases are broad with very easy rise, built of iron framework in brick walls, with treads and landing of slate; automatic fireproof doors hung at each floor landing will close in case of fire, making the stairway a fireproof escape which may be entered by each pupil direct from his classroom. On each floor is a fire gong, with connections so that all may be rung from either floor in case of fire; they may also be rung from the Principal's office at any time for the fire drills.

A master clock in the Principal's office controls the clock in each room, producing uniformity of time throughout the building. The same clock rings a bell in each room for the beginning and closing of each class period, thus securing change of classes without loss of time. Each room is also connected with the Principal's office by a private telephone system, so that no time of pupil or teacher is lost when it is necessary to communicate with the principal.

The furnishing of the building is ample and substantial, and of the newest and most suitable to be obtained. The pupils' desks and seats are adjustable to the height of each occupant, the recitation rooms are furnished with chairs and tables instead of settees, adding much to their attractiveness and to the comfort and convenience of the pupil; the blackboards are of slate; the stage of the auditorium is fitted with a rich velour curtain purchased by the school organizations. The whole building is furnished with fixtures for electric lighting, so that any part of it may be used on dark days as well as light or in the evening, as need may arise. The auditorium and the corridors are also furnished with gas fixtures sufficient for an emergency in case of failure of the electric light.

The impression which the building gives the visitor is that of completeness, of admirable fitness for the comfort, con-

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venience and profit of all who use it, but with absolutely no extravagance. It is what the children of a progressive, wide-awake city ought to have, no more; and every dollar has been made to give its value. The original appropriation was \$125,000 for the building and lot. Subsequent appropriations for furnishing and grading, with gifts, make the cost of the building and grounds complete, about \$145,000. With additions as needed it will serve several generations of children.

Chronology.

First lot purchased December, 1892.
First plans adopted March, 1895.
New lot purchased April 20, 1903.
Bonds sold (at 101.13) June, 1903.
New plans chosen October 5, 1903.
Bonds resold (at 102.311) June, 1904.
General contract signed August 20, 1904.
Ground broken August 31, 1904.
First stone laid September 15, 1904.
Corner stone laid November 3, 1904.
Building dedicated February 22, 1906.

Contractors.

General contractors, John Abbott & Son.
Masonry, B. F. Tallamy & Bro.
Painting, James C. Hansen.
Plumbing, Dennis J. Galbraith.
Heating and Ventilating, Geo. J. Tobin.
Electrical work, Allen B. Laing.

